

Social entrepreneurship empowerment of business education students for sustainability of the Nigerian economy

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Abstract

The prevalence of social, economic and environmental issues and problems around the world seems to surpass what the traditional entrepreneurship education could handle. Hence, the emergence of social entrepreneurship education as a complement to the traditional entrepreneurship education and empowerment for achieving the sustainable development goals (SDGs 2030). Therefore, this study was carried out to determine the social entrepreneurship awareness and orientation of Business Education students in tertiary institutions to ensure their empowerment for realizing the Sustainable Development of the Nigerian economy. The study raised and answered two related research questions and also formulated and tested three relevant research hypotheses. The descriptive survey research design was adopted for the study. The population of the study comprised all final-year Business Education students in public universities and public colleges of education in Lagos State, Nigeria. The sample size for this study consisted of one hundred and five (105) final-year Business Education students randomly selected from the sampled population. The research instrument used was structured questionnaire. The Cronbach Alpha correlation coefficient used to determine the internal consistency of the research instrument yielded an average index of 0.85. The research questions and hypotheses data were analysed using mean and t-test statistical tools respectively. Findings show that Business Education students had little awareness and orientation about social entrepreneurship education, and were ill-empowered for Sustainable Development Goals 2030. It was recommended that social entrepreneurship education content and instructional strategies should be included in the curricula, with collaboration among the students, the institutions and the communities.

Keywords: Business education students; Social entrepreneurship education; Empowerment; Sustainable development

Introduction

The prevalence of social, economic and environmental problems around the world has been posing serious challenges for developing countries. The high rate of unemployment, poverty, drop-outs, poor health care, poor waste management and over population are some of the challenges that constitute problems in developing countries with adverse effect on human living (Olutuyi, 2016). Most of these problems are the target of the Sustainable Development Goals (SDGs 2030) using the instrument of functional and quality education. Education as a reliable tool of social change is expected to play a significant role in the lives of individuals and in national development. Education, as the aggregate of all the process through which a person develops

ability, attitude and other forms of behavior with positive values, is the main mechanism for solving the societal problems. Ossai and Nwalado (2015) buttress the potency of quality education as a means to curb population growth, reduce child mortality, eradicate poverty, ensure democracy, peace and sustainable development in the society. The philosophy of **National Policy on Education** (Federal Republic of Nigeria, 2014) also emphasizes that education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. MCIC (2018) maintains that the purpose of education is to empower learners with knowledge, understanding, skills and ability to inquire, engage and communicate the realities of sustainability for personal and global transformation.

Education as a vital tool of intervention should be exploited in its full capacity to solve societal problems and empower Business Education students for post-tertiary employability and national consciousness. That is, the philosophy of pragmatism should be applied comprehensively among tertiary institutions students in term of consciousness of their social environment. ILO (2011) outlined some characteristics of education that can attain sustainable development as combination of good education with training; empowerment of people for employment, self-employment and social opportunities; enhancing future innovation and development, expansion of opportunities in the world of work; reduction of social inequalities, and promoting local and foreign business establishments.

Nwufo, Izuagba, Afurobi and Ifegbo (2017) recognize vocational and technical education as a quality and effective programme that empowers learners with competences needed for attaining the SDGs such as poverty eradication, hunger elimination, decent work and productive employment for all, among others. Business Education students with full empowerment for creating values and solving societal problems has been a priority of the Nigerian government since 1977 when Pragmatism was introduced in the National Policy on Education. In 2006, the Federal Government of Nigeria introduced entrepreneurship education into the schools and institutions' curricula. This is an attempt to bring about employment generation and create entrepreneurial mind-set in the students (Adekunle and David, 2014). Rashid (2019) supported that entrepreneurship education has the potency of eradicating poverty, promoting economic growth, enhancing innovation, and achieving social and environmental sustainability. Rosdi, Adnan and Samsudin (2020) equally attest to the potentials of entrepreneurship education to bring about multiple business opportunities to the rural dwellers as well as national economic development. Onyido and Duru (2019) recognize the need for all-inclusive orientation of innovative entrepreneurship and fully-furnished empowerment development centres in the institutions in order to achieve sustainable development through the instrument of quality and lifelong education. Entrepreneurship content and competence were integrated in the Business Education programme in Nigeria in the form of Management, Marketing, Information Technology and Small Scale Business Management courses. These courses are in addition to the university-wide entrepreneurship studies, for achieving the national goal of solving youth unemployment problems and to promote economic development in Nigeria (National Universities Commission, 2018). Business Education programme is designed to equip individuals with necessary skills for self-employment and employability. Despite the problem-solving expectations of Business Education programme, the findings of Ekpenyong and Edokpolor (2015) and Edokpolor and Owenvbiugie (2017), among others, show that many Business Education

graduates are yet to maximize the opportunities of becoming self-reliant by creating jobs for themselves and others. Rather, they depend on being employed and always search for jobs, which are either few in supply or not available. These findings therefore call for a reconsideration of Business Education programme curriculum to proffer solution to the problem of students' inability to create employment opportunities for themselves and others. There is need for more reliable approaches that will expand opportunities for Business Education students to be self-employed by exploring their social, economic and environmental values in the societies, which could be described as social entrepreneurship education (SEE).

In the view of the present unemployment situation confronting the actualization of the objectives of Business Education Programme in Nigeria, Moses & Olokundun (2014) also affirmed the need for more creative and innovative approaches. That is, there is need to silent the burdens and limitations faced by graduates and initialize sustainable development in Nigeria. There is need to equip Business Education students with knowledge and values that can empower them to seek beyond personal survival (commercial or business entrepreneurial education) and at the same time establish initiatives that can solve social and environmental problems (social entrepreneurial education) and proffer solutions to problems in their immediate communities. Social entrepreneurship education will intimate Business Education students with knowledge and skills to solve social problems and simultaneously earning living. Social entrepreneurship has the potentials to empower people in the communities, thereby resulting in achieving a sustainable future. Social entrepreneurship is a viable instrument per excellence to realise the SDGs since its mission is to improve the quality of life and well-being of people in the communities (Bento, Jacquinet, and Albuquerque, 2019).

Social Entrepreneurial Education (SEE) in this context could be explained as the process of inculcating knowledge, skills, attitudes and values through selfless entrepreneurial strategies, efforts and undertakings, geared towards production of social solutions. That is, identifying social problems, creating methods of solving them and designing "Action Plan" to achieve the solutions. In contrary to business or commercial entrepreneurship which seeks for mainly economic benefits, social entrepreneurship focuses on social mission and creating impact and giving attention to the problems confronting the communities (Martin and Osberg, 2007). Social entrepreneurship education is a potential remedy to the economic, social and environmental challenges that confront developing nations today. Social entrepreneurship education, if well implemented, will put an end to unemployment, poverty, hunger, armed robbery, human trafficking, and kidnapping that are threatening the peace and prosperity of the Nigerian economy, as a developing nation (Peris-Ortiz, Gomez, Merigo-Lindahl, and Rueda-Armengot, 2017).

Ilyas (2019) explains that entrepreneurship, fundamentally speaking, is all about creating values for the owner and it is centred on economic impact whereas social entrepreneurship is all about creating values for others and centres on making social and environmental impact, alongside economic gains. Therefore, achieving SDGs requires more of social and environmental impacts than economic impact because the problems to solve are present in the communities. Realizing the social transformation ability of social entrepreneurship education, the National Business Education Association (National Business Education Association [NBEA], 2013) included its content and pedagogy in their curriculum. Olutuyi (2016) also recommends that

social entrepreneurship should be included in entrepreneurship education activities in schools, vocational education and training colleges, as well as the universities to encourage further development of social economy and enterprise. In the effort to achieve sustainable development in our societies through education, there is an urgent need to transform our tertiary institutions to entrepreneurial universities or colleges of education as the case may be. A university or college of education becomes entrepreneurial when the institution and her students can develop inclination for innovation and entrepreneurship by discovering opportunities and establishing business incubators through rigorous research effort and applications. The contribution of tertiary education to national economic development depends on their innovative research and effective pedagogies (Peris-Ortiz et al., 2017). Tertiary institutions need to move their teaching and research activities from traditional functions to intense commitment to societal and industrial impact. Tertiary institutions, in collaboration with the students should create learning environments that promote social and economic development through entrepreneurial and innovative foundations (Maria, Andres and Jon, 2017). In order to use this SEE approach to solve societal problems in Nigeria, and other nations of the world, Business Education students, in particular, should have comprehensive awareness and orientation of the SEE approach to improve their ability to establish and participate in social enterprises. Business Education students can form social youth entrepreneurship initiatives in order to relate their orientations and commitment to job creation in the communities (Melvin, 2004).

United Nations Conference on Trade and Development (UNCTAD, 2017) emphasized that achieving the SDGs through Business Education programme would demand for the inclusion and integration of sustainable entrepreneurship, which are social and green entrepreneurship, in the existing curriculum. There should also be the practice of establishing green and social entrepreneurship incubators in schools for practical engagement and training of students in hands-on activities for their empowerment. Social entrepreneurship has the potential of making Business Education students change makers and value creators. The value created by Business Education students through social entrepreneurship empowerment is what people need to live a fulfilled and meaningful life in this twenty-first century era (Ilyas, 2019). Social entrepreneurship involves combining profit-making strategy with a social mission. It involves identifying groups in need, developing proposals, finding sponsors, and assisting vulnerable to become change agent themselves in the society. Social entrepreneurship education may be extended to people with special needs that are neglected such as girls with unwanted pregnancy, the school dropouts, unemployed youths and people in the communities, lepers, and people with HIV/AIDS, among others. The physically-challenged can also be targeted by equipping them with skills and engaging them in productive activities that have both economic and social values. Social entrepreneurship education will expand the entrepreneurial horizon and orientation of Business Education students towards empowering the vulnerable in the society. The empowerment given to this category of marginalized members of the community will improve their economic status and meet their social and environmental needs. The empowered members of the communities will therefore become change agents that can contribute productively to the national development (ILO, 2011). Social entrepreneurship activities could also be in form of solving waste management problems in the communities by collecting and recycling the wastes to bring some financial income to the initiator. The problem-solving impact of social

entrepreneurship are found in its responsibility of addressing the needs of the people from the grassroots level, often without the help of the government either financially or otherwise (European Commission, 2013).

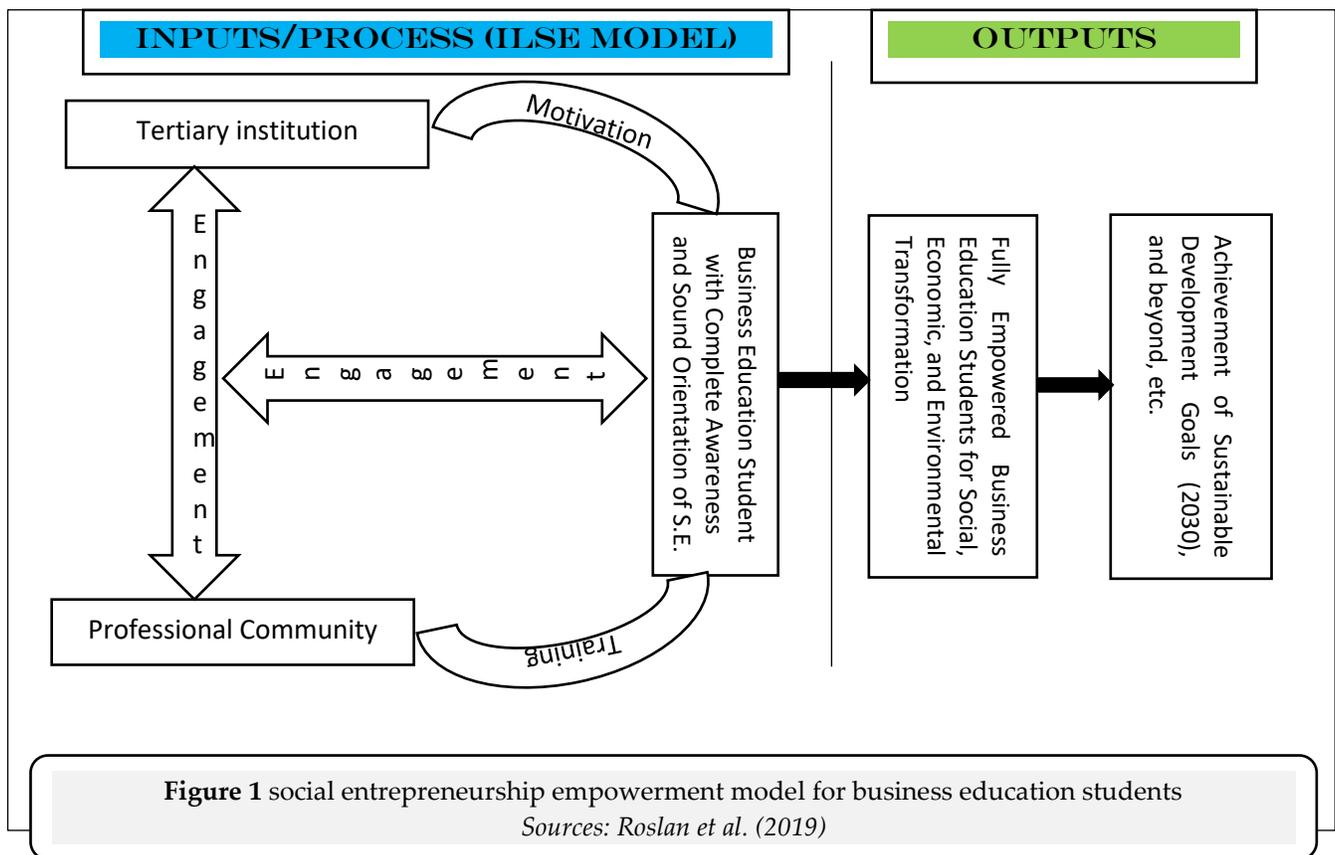
Ali (2017) maintains that achieving the sustainable development goals (SDGs) using education as an instrument requires an appropriate and relevant curriculum purposely developed to that effect. Storey, Killian and O'Regan (2019) maintain that Business Education curriculum and programme should be able to produce graduates that take sustainability, responsibility and ethics as priorities in their career development. Storey et al. (2019) also identified curriculum reform, innovative assessment strategies, involvement of students in practical activities, instructional resources, and pedagogical approaches as essential requirements in the process of making Business Education students catalysts for sustainable development. Storey et al (2019) further proposed three focus areas in designing or positioning Business Education curriculum for sustainability. These three areas of focus include: educating about sustainability, educating for sustainability, and capacity building. Empowering Business Education students for sustainability goes beyond the common impartation of skills and knowledge. There is need for incorporating teaching and learning of intangible elements such as values, attitudes and beliefs that promote sustainable development in the empowering process. The inculcation of these intangible elements would bring about sustainability awareness and orientation, which contribute immensely to the achievement of full empowerment of students for sustainable development. Business Education students are expected to constantly engage in interviewing or dialoguing with professionals from the industries for them to be fully empowered with the ideas and strategies to effect SDGs innovations in the communities. Salamzadeh, Azimi and Kirby (2013), in their study on the awareness and intention of post-graduates concerning social entrepreneurship, found out that the respondents had sound orientation but lacked enough support. Waghid and Oliver (2017) also found out in their study carried on some South African pre-service educators that social entrepreneurship education were not sufficiently taught in the schools. The authors, Waghid and Oliver, therefore recommended that social entrepreneurship education should form an integral part of the preservice teachers' education curriculum for proper awareness and orientation about its potency for dealing with social injustices in the society.

The conceptual model

The conceptual model adapted for this study is the Initial Learning Social Entrepreneurship Model (ILSEM) by Roslan, Hamid, Taha Ijab, and Bukhari (2019). The ILSE model identifies three key actors in the social entrepreneurship education, which are the students, the university (tertiary institution), and the professional community. The ILSE model by Roslan et al (2019) buttress the interaction and activities that connect the three actors. The first of such connecting construct is engagement; the second is training while the third is motivation. Students must be engaged in social entrepreneurial activities both on campus and in the community. Professional communities must train students in practical implementation of social entrepreneurship engagement. The university (tertiary institution) must motivate the students by providing all the necessary supports through supplying necessary instructional facilities and equipment, and

organising seminars, workshops, conferences, and symposia that further build students' capacities for social entrepreneurship.

The ILSE model is relevant to this study because the processes exemplified by the model is most similar to the process of empowering Business Education students for achieving the sustainable development goals (SDGs, 2030) through social entrepreneurship education. In addition, complete awareness and sound orientation of social entrepreneurship can only be realized through necessary interactions, motivation and engagement of Business Education students with the professional communities and the teaching and learning by the institutions. Samsudin et al. (2016) also affirms that motivation, as well as attitudes, is a strong determinant of entrepreneurship involvement of students. The conceptual framework for this study is illustrated in the diagram below:



Statement of the problem

The prevalence of social, economic and environmental issues and problems around the world seems to surpass what the traditional entrepreneurship education could handle. Hence, the emergence of social entrepreneurship education, as a complement to the traditional entrepreneurship education, to achieve the sustainable development goals (SDGs 2030) through empowerment of the recipients. According to Melvin (2004) and Ilyas (2019), the process of empowering students with social entrepreneurship competences for achieving the SDGs 2030

starts from proper awareness and sound orientation. Therefore, the researchers came up with this study to assess the extent to which Business Education students of tertiary institutions have been empowered through social entrepreneurship awareness and orientation for achieving sustainable development of the Nigerian economy.

Purpose of the Study

The purpose of the study was to determine the extent of social entrepreneurship awareness and orientation of Business Education students in tertiary institutions to ensure their empowerment for realizing the sustainable development of the Nigerian economy. The following research questions guided the study:

- i. What is the social entrepreneurship awareness of Business Education students of tertiary institutions for empowerment for sustainable development in Lagos State, Nigeria?
- ii. What is the social entrepreneurship orientation of Business Education students of tertiary institutions for empowerment for sustainable development in Lagos State, Nigeria?

The following null hypotheses were tested in the study:

1. There is no significant difference between the opinions of Business Education students from University and College of Education on their awareness of social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.
2. There is no significant difference between the orientation of Business Education students in Accounting Option and Office Technology Management Option on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.
3. There is no significant difference between the orientation of Business Education students from University and College of Education on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Methodology

The study adopted the descriptive survey design. The population of the study comprised all final-year Business Education students of public universities and public colleges of education in Lagos State, Nigeria. The sample size for this study consisted of one hundred and five (105) final-year Business Education students from University of Lagos, Akoka, Lagos and Adeniran Ogunsanya College of Education, Ijanikin, Lagos. The instrument for data collection was a structured questionnaire, validated by some experts from both within and outside Business Education discipline. The reliability coefficient of the instrument using Cronbach Alpha correlation coefficient was 0.85. The data collected from the respondents were analyzed using pie-chart, bar-chart, mean and t-test statistical tools. Pie-chart, bar-chart and mean were used to analyse the data for research questions while t-test was used to test hypotheses at 0.05 level of significance at relevant degrees of freedom using Statistical Package for Social Sciences (SPSS). The decision rule was based on any calculated mean scores equal to, or greater than 2.50 as agreed, while any

calculated mean scores less than 2.50 was regarded as disagreed. Furthermore, the value (p) was used in taking the decisions on the hypotheses. If the p-value is less than or equal to 0.05, the null hypotheses is not retained, but if the p-value is greater than 0.05, the null hypotheses is retained.

Result and findings

Biographical Data of the Respondents

The instrument was administered to 105 respondents. Below is the summary of the composition of students' response by gender and area of specialisation.

The Composition of Respondents Sampled by gender (N = 105)

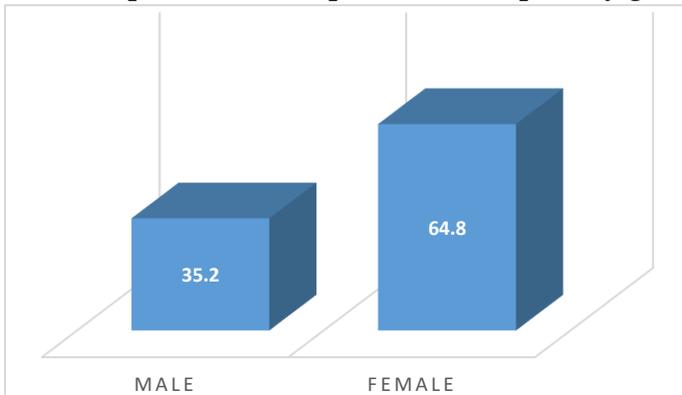


Figure 2: A bar-chart showing distribution of sampled respondents by gender (%)

Figure 2 above shows the distribution of sampled respondents by gender. Majority of the respondents were females (64.8%) while 35.2% were males.

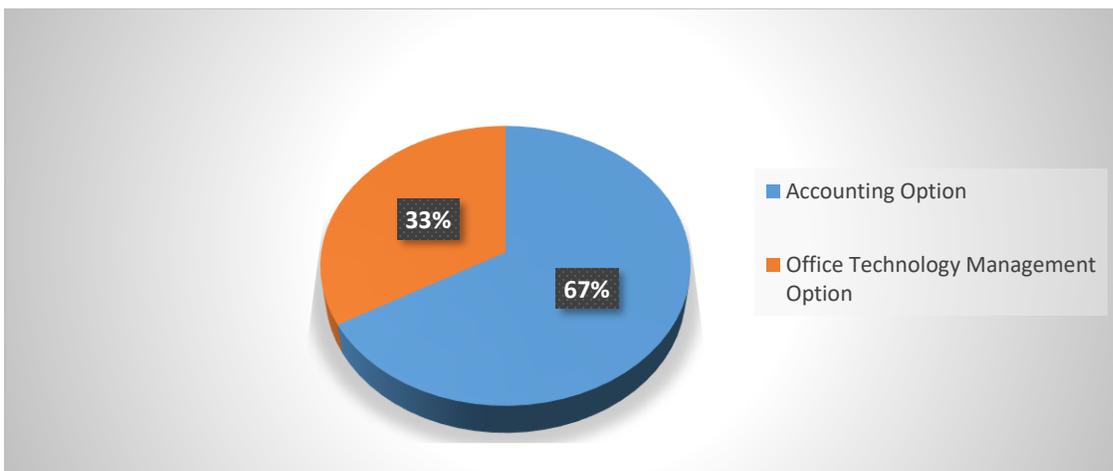


Figure 3: A pie-chart showing distribution of sampled respondents by areas of specialisation (%)

Figure 3 above showed the distribution of sampled respondents by area of specialisation. The table showed that students from Accounting Option (67%) were more than students from Office Technology Management Option (33%). This shows that the interest of Business Education students was more in Accounting than Office Technology Management.

Research Question One

What is the social entrepreneurship awareness of Business Education students of tertiary institutions for empowerment for sustainable development in Lagos State, Nigeria?

Table 1: Business education students’ awareness of social entrepreneurship education

S / N	Awareness of Social Entrepreneurship Education	Mean (N = 105)	Remark
1.	Social entrepreneurship education is the same as business entrepreneurship education.	2.37	Disagree
2.	I was taught social entrepreneurship education in Business Education classes.	2.35	Disagree
3.	I heard about social entrepreneurship education outside Business Education classes.	2.55	Agree
4.	Social entrepreneurship education is not yet included in the Business Education curriculum in my institution.	2.52	Agree
5.	I have never come across the concept of social entrepreneurship education before now.	2.77	Agree

The results presented on table 1 show that Business Education students: disagreed that social entrepreneurship education is the same as business entrepreneurship education; disagreed they were taught social entrepreneurship education in Business Education classes; agreed that they heard about social entrepreneurship education outside Business Education classes; agreed that social entrepreneurship education is not yet included in the Business Education curriculum in their institutions and that they have never come across the concept of social entrepreneurship education before now.

Research Question Two:

What is the social entrepreneurship orientation of Business Education students of tertiary institutions for empowerment for sustainable development in Lagos State, Nigeria?

Table 2: Business Education Students’ Social Entrepreneurship Orientation for Empowerment for Sustainable Development in Lagos State, Nigeria.

S/N	Social Entrepreneurship Orientation of Business Education Students	Mean (N = 105)	Remark
1.	The main entrepreneurship prospect of Business Education Programme is to set up businesses that can guarantee profit maximisation.	2.97	Agreed
2.	The main reason for going into entrepreneurship is to make profit.	3.04	Agreed

3.	Business Education graduates can only set up business for the commercialization of goods and services.	2.55	Agreed
4.	Any business enterprise that cannot yield financial gains for the owner is not productive and does not worth venturing into.	2.86	Agreed
5.	Solving social problems is the main responsibility of the government and not that of business enterprises.	2.47	Disagreed
6.	Engaging in businesses that focus on meeting the needs of the disadvantaged people is the priority of the government and philanthropists.	2.48	Disagreed
7.	It is not advisable to engage in businesses that solve social problems at the detriment of financial gains for the owner.	2.32	Disagreed
8.	Engaging in businesses that capitalise on solving social problems without profit making is not an option for business education students.	2.55	Agreed

The results presented on table 2 show that the majority of the respondents agreed that the main entrepreneurship prospect of Business Education Programme is to set up businesses that can guarantee profit maximization; the main reason for going into entrepreneurship is to make profit; Business Education graduates can only set up business for the commercialization of goods and services; any business enterprise that cannot yield financial gains for the owner is not productive and does not worth venturing into; and that engaging in businesses that capitalise on solving social problems without profit making is not an option for business education students. However, most of student respondents disagreed that solving social problems is the main responsibility of the government and not that of business enterprises; engaging in businesses that focus on meeting the needs of the disadvantaged people is the priority of the government and philanthropists; and that it is not advisable to engage in businesses that solve social problems at the detriment of financial gains for the owner.

Hypothesis One

There is no significant difference between the opinions of Business Education students from University and College of Education on their awareness of social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Table 3: T-test for difference between the opinions of Business Education students from University and College of Education

Institution	N	Mean	SD	df	t-test	Sig
University	52	14.79	2.68	103	-1.72	0.09
College of Education	53	15.77	3.16			

The results presented on Table 3 showed the opinion of business education students from University (Mean = 14.79, Sd = 2.68) and College of Education (Mean = 15.77, Sd = 3.16) with a mean difference of 0.98. However, the difference was not statistically significant as the sig value was less than 0.05 level of significance ($t = -1.72$, $p = 0.09$). So, the null hypothesis was not rejected. This implies business education students from both University and College of Education had the same level of awareness of social entrepreneurship education.

Hypothesis Two

There is no significant difference between the orientation of Business Education students in Accounting Option and Office Technology Management Option on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Table 4: T-test for difference in Business Education students' awareness of social entrepreneurship education based on specialization

Specialization	N	Mean	SD	df	t-test	Sig
Accounting	70	21.37	3.88	103	0.49	0.62
Office Technology Management	35	20.97	3.97			

Table 4 results showed the opinion of business education students in accounting (Mean =21.37, Sd = 3.88) and Office Technology Management (Mean = 20.97, Sd = 3.97) with a mean difference of 0.40 but the difference was not statistically significant. This was ascertained as the sig value was less than 0.05 level of significance ($t = 0.49$, $p = 0.62$). Thus, the null hypothesis was not rejected. This implies both accounting and office Technology Management students have similar orientation on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Hypothesis Three

There is no significant difference between the orientation of Business Education students from University and College of Education on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Table 5: t-test for difference between the orientation of Business Education students from University and College of Education on social entrepreneurship in enhancing alternative career choices

Institution	N	Mean	SD	df	t-test	Sig
University	52	21.50	3.36	103	0.68	0.47
College of Education	53	20.98	4.37			

The results presented on Table 5 showed the opinion of business education students from University (Mean =21.50, Sd = 3.36) and College of Education (Mean = 20.98, Sd = 3.4.37) with a mean difference of 0.52. However, the difference was not statistically significant as the sig value was less than 0.05 level of significance ($t = 0.68$, $p = 0.47$). So, the null hypothesis was not rejected. This implies business education students from both University and College of Education have similar orientation on social entrepreneurship education for empowerment for sustainable development in Lagos State, Nigeria.

Discussion of findings

The findings in table 1 reveal the low and insignificant level of awareness of Business Education students about social entrepreneurship education. The little awareness the students had was outside the teaching and learning of Business Education classes. It was very apparent from the responses of students in table 1 that social entrepreneurship education had never been taught in Business Education programmes either at the college of education or at the university levels. This therefore means that social entrepreneurship empowerment of Business Education students is very weak or almost none-existent. This finding is similar to that of Waghid and Oliver (2017) who also found out that social entrepreneurship education was not sufficiently taught in the schools. Business Education programmes at the tertiary level in Lagos Nigeria is not yet empowering the students for social, economic and environmental solutions, which culminate into the achievement of the sustainable development goals 2030.

The results of the study in table 2 show some appreciable knowledge and understanding of Business Education students concerning social entrepreneurship education. It is noteworthy that Business Education students understood their responsibility as entrepreneurs-to-be in solving the peculiar problems of the vulnerable in the community, in support of the government interventions. However, the awareness deficiency of the students, as shown in table 1, restricted their orientation to business or commercial entrepreneurship. The idea of making profit at the neglect of social and environmental solutions is still predominantly upheld by the students. It therefore means that Business Education students' orientation about social entrepreneurship education is haphazard. This finding contradicts that of Salamzadeh, Azimi and Kirby (2013) who discovered that students had sound orientation concerning social entrepreneurship but lacked enough support. Any students that graduates in this twenty-first century with only commercial entrepreneurship orientation is ill-empowered to be a catalyst for achieving the sustainable development goals through innovative or social entrepreneurial engagements.

The findings in table 3 show that Business Education students from the University and college of education in Nigeria had the same form of awareness concerning social entrepreneurship education. Business Education students from both Accounting option and Office Technology Management option had the same form of orientation about social entrepreneurship education as reflected in table 4. The findings in table 5 also reveal that Business Education students in the university and college of education had the same pattern of orientation towards social entrepreneurship education. The findings create some implications that Business Education programmes in Nigerian tertiary education has not empowered the students for both current and future challenges. The future of Business Education graduates is at stake if the stakeholders delay to intervene productively. Therefore, Business Education curricula at both universities and colleges of education need urgent re-engineering towards sustainable development of the Nigerian economy.

Conclusions

The study examined the social entrepreneurship education awareness and orientation of Business Education students of selected tertiary institutions in Lagos State, Nigeria. The findings yielded that Business Education students had little or no knowledge about social entrepreneurship education. The students were accustomed to the commercial or business entrepreneurship, which focuses mainly on economic or financial gains. The emerging social, economic and environmental impact of social entrepreneurship education compels the National Business Education Association (NBEA, 2013) to incorporate it into her curriculum in order to adequately empower students for the twenty-first century challenges. It was surprising to discover through this study that Business Education programmes of the sampled university and college of education in Nigeria have not included social entrepreneurship education in their curricula. It therefore means that Business Education students are yet to be fully prepared for attaining the sustainable development goals. This ill-empowerment situation has grave consequences on the future well-being of Business Education graduates and holistic transformation of the Nigerian economy.

Recommendations

Based on the findings and conclusion above, the recommendations for improvement are as follows:

- i. The Nigerian government and the Ministry of Education should collaborate with relevant stakeholders in the country to include the ideal content and innovative instructional strategies of social entrepreneurship education in the curricula of Business Education programmes at the tertiary level.
- ii. The relevant knowledge and understanding of the sustainable development goals (2030) should be included as specific courses(s) under Business Education programmes of tertiary institutions in Nigeria.
- iii. Business Educators should be allowed to undertake periodic training through workshops and seminars on social entrepreneurship education.
- iv. Experiential learning strategies that will engage, train and motivate students for social entrepreneurship and SDGs (2030) through tertiary institutions versus professional communities collaboration should be enforced and well implemented.
- v. Students of Business Education should show interest and broaden their entrepreneurship awareness and orientation beyond profit making, and embrace social entrepreneurship involvements both as students and graduates.

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